

The College Board Announces Advanced Placement[®] Results for Idaho's Class of 2012

NEW YORK — Ensuring that all academically prepared high school students have access to rigorous college-level course work that will better enable them to persist in and graduate from college is critical for the United States to remain competitive in a global economy — particularly in crucial STEM-related disciplines. *The 9th Annual AP[®] Report to the Nation*, released today by the College Board, finds that more Idaho public high school graduates than ever before are participating — and succeeding — in college-level AP courses and exams.

Trends in Idaho AP Participation and Success

AP courses help students develop the critical thinking, reasoning and communication skills that are essential for college success. Succeeding in AP is defined as achieving a score of 3 or higher on the five-point AP Exam scale, which is the score needed for credit, advanced placement or both at the majority of colleges and universities. Research indicates that students who score a 3 or higher on an AP Exam typically experience greater overall academic success in college, and are more likely than their non-AP peers to graduate from college and graduate from college on time, experiencing lower college costs than the majority of American college students.

Over the last decade, there has been a fairly steady increase in AP participation and success in Idaho:

- ✓ The number of public school graduates leaving high school having taken an AP Exam in Idaho has increased by 75 percent in the last decade.
- ✓ More graduates in the Idaho class of 2012 scored a 3 or higher on at least one AP Exam than took AP Exams in 2002.

Trends in AP Participation and Success – Idaho	2002	2007	2012
Graduates who took an AP Exam during high school	1,795	2,507	3,150
Graduates scoring 3+ on an AP Exam during high school	1,156	1,605	2,115

- ✓ 18.4 percent of graduates from Idaho's public high school class of 2012 took at least one AP Exam during high school, compared to 15.3 percent from the class of 2007 and 11.3 percent from the class of 2002.
- ✓ 12.3 percent of graduates from Idaho's public high school class of 2012 scored a 3 or higher on at least one AP Exam during high school, compared to 9.8 percent from the class of 2007 and 7.3 percent from the class of 2002.

Current research on AP course work confirms AP's comparability to introductory college courses in content, skills and learning outcomes. Research consistently shows that students earning placement into advanced coursework based on AP Exam scores perform as well as — or better than — students who have completed the introductory course at a college or university.

Promoting Equity

The College Board and the Idaho AP community are committed to increasing student diversity in AP classrooms while simultaneously increasing AP success to ensure that the demographics of both AP participation and success reflect the demographics of the overall student population. Over the last decade, progress has been made to increase AP participation and success among Idaho's underserved minority and low-income students.

Closing Equity Gaps in Participation and Success in Idaho	2002	2007	2012
Black/African American			
Percentage of the graduating class who were black/African American	0.5	0.7	0.9
Percentage of AP Exam takers in the graduating class who were black/African American	0.3	0.4	0.9
Percentage of graduates scoring 3+ on an AP Exam during high school who were black/African American	0.2	0.4	0.6

All information and data for the class of 2012 are embargoed until Wednesday, Feb. 20, 2013, at 11 a.m. EST.

Contact: College Board Communications at 212-713-8052 or communications@collegeboard.org.

Hispanic/Latino			
Percentage of the graduating class who were Hispanic/Latino	6.7	8.9	11.1
Percentage of AP Exam takers in the graduating class who were Hispanic/Latino	2.1	4.9	6.5
Percentage of graduates scoring 3+ on an AP Exam during high school who were Hispanic/Latino	2.0	4.0	5.6
American Indian/Alaska Native			
Percentage of the graduating class who were American Indian/Alaska Native	1.2	1.5	1.9
Percentage of AP Exam takers in the graduating class who were American Indian/Alaska Native	0.7	0.6	0.6
Percentage of graduates scoring 3+ on an AP Exam during high school who were American Indian/Alaska Native	1.0	0.6	0.4
Low-Income*			
Percentage of AP Exam takers in the graduating class who were low income	N/A	10.9	16.4
Percentage of graduates scoring 3+ on an AP Exam during high school who were low income	N/A	9.3	15.2

* A central source of low-income data is not available from which to estimate the percentage of the graduating class who were low income by state. Low-income AP data are not available prior to the class of 2003.

While more underserved minority and low-income graduates are participating and succeeding in AP, these students remain underrepresented not only in many of the nation's AP classrooms but also among Americans earning a college degree. Research consistently shows that underserved minority and low-income students who score a 3 or higher on an AP Exam are more likely than their peers to earn higher grades in college and to earn a college degree within five years.

Each year, the College Board recognizes districts that increase access to AP course work while simultaneously increasing the percentage of students scoring a 3 or higher on AP Exams with its AP Districts of the Year Honor Roll. A total of 539 school districts across the U.S. and Canada were named to the most recent honor roll, including two from Idaho: Madison School District No. 321 and Nampa School District No. 131.

A Closer Look at AP STEM (Science, Technology, Engineering and Math)

Research shows that students who took AP math or science exams were more likely than non-AP students to earn degrees in physical science, engineering or life science disciplines — the fields leading to some of the careers essential for America's future prosperity. The AP Program currently offers course work and exams in the following STEM subjects: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Environmental Science, Physics B, Physics C: Electricity and Magnetism, and Physics C: Mechanics, Statistics.

Trends in AP STEM Participation and Success – Idaho	2002	2007	2012
Graduates who took an AP math or science exam during high school	865	1,203	1,484
Graduates who scored 3+ on an AP math or science exam during high school	603	719	893

Exams Taken and Score Reporting

Idaho's public high school class of 2012 completed 8,205 AP Exams during high school, including 2,421 in STEM disciplines. The 10 most popular AP Exams taken by Idaho's public high school graduates, in descending order of popularity, were:

Subject	Exams
English Language and Composition	1,416
English Literature and Composition	1,095
United States History	1,001
United States Government and Politics	843

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Calculus AB	727
Biology	447
Chemistry	292
Statistics	292
Macroeconomics	274
Physics B	273

Taking AP courses demonstrates to college admission officers that students have sought some of the most rigorous curriculum available to them, and most four-year colleges and universities in the United States grant credit, advanced placement or both on the basis of successful AP Exam scores. More than 3,300 colleges and universities in the United States received AP scores from students last year, including 13 colleges and universities in Idaho.

At its core, AP is a collaboration among college faculty and administrators, states, districts, schools and teachers working together to provide academically-ready students with the access to the rigor they deserve.

The 9th Annual AP Report to the Nation and the state supplement for Idaho are available at apreport.collegeboard.org.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

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